OBTC 2015 at University of La Verne
June 17th – 20th, 2015

1) Title of Proposal:

Gather around the "Video-Clip Campfire" and share your best teaching
video clips: The Sequel

2) Abstract:

OBTC has long been a place to discover compelling video clips. Last year our session included a viewing of our favorite "go-to" clips and those of participants as well. That session struck a positive chord and the idea of a recurring "video campfire" session was hatched. This year we will showcase a new set of our favorite clips and invite participants to do the same -- with a 5 minute limit. A cool takeaway is a flash drive copy of all presented clips (this year and last) which we will send to all. We might even include a roasted marshmallow.

3) Keywords:

1. Video clips
2. Student engagement
3. OBTC communities
4. Contemporary pedagogy

4) Format

__ Activity or exercise
__ Discussion roundtable (60 minute only)
_X_ General discussion session

5) Time Requested:

__ 30 Minutes
_X_ 60 Minutes (*Roundtables must select 60 minutes*)
_X_ 90 Minutes

6) Planning Details:

Will need video projection capability – thus *not* eligible for the roundtable format.

7) Learning Objectives or Goals for the Session:

This proposed session is the "sequel" to a well-intended session from 2014 in Nashville at Vanderbilt (app. 75 participants) and our plan is to continue to energize a community of OBTC participants around the topic of video use in the contemporary OB classroom. Toward that end, we will invite participants to briefly share some favorite clips and how they use their clips to achieve outcomes. Most importantly, we will re-convene a band of OBTC videophiles with the shared goal of finding, using and disseminating the most powerful OB video illustrations in captivity. Our hope is that the group can continue to sustain beyond the conference, share clips and experiences throughout the year, and re-unite each year at OBTC.

8) Management or Teaching Topics:

No one who has ever been to a great movie questions the power of film to move us emotionally, make us laugh or to stick with us. Video is uniquely suited to show the subtleties, the emotions, and the context of behavior -- and OB / Management is a subject matter particularly amenable to its use. Put simply, video can show organizational behavior *as it really is. Contemporary* students are particularly engaged with electronic media illustrations and modern technology and access (e.g. YouTube) make the acquisition and use of video more convenient, legal and accessible than ever before.

From an instructional perspective, however, the larger question is how the potential of video can be harnessed to achieve learning outcomes. In 1988, the authors of this proposal presented an OBTC session whereby they showcased their discovery of several compelling film clips and how they were using those clips in their classes.
That session helped spawn a small band of OBTC "filmies" who would regularly discover and share great clips and relish an annual OBTC reunion with their like-minded colleagues. Now, over twenty five years later, this annual session is designed to re-visit the topic, report on lessons learned (new clips, sources and ways of using) and mostly to re-energize a community of OBTC'ers passionate about the use of video clips in the classroom.

9) Session Description and Plan:
What will you actually do in this session? Include a timeline for your session.

Our session is overtly modeled after Rae Andre and colleague's (Gfeorge Hrivnak has carried the torch of late) pioneering experiential-exercise-sharing session. We will begin with a brief introduction of why and when video clips are formidable learning stimuli and what that evidence suggests regarding the most effective use of video in classroom contexts (5 minutes).

We will then quickly transition to showing our own recent favorite clips and inviting discussion of how we use those clips in our classes today (25 minutes).

Third, as noted above we plan to re-energize a community of OBTC participants around the topic of video use in the contemporary OB classroom. Toward that end, we will invite participants to briefly share their own favorite clips and how they use those clips to achieve outcomes. Our hope is that the group can sustain beyond the conference, share clips and experiences throughout the year, and re-unite each year at OBTC (30 or 60 minutes pending whether assigned a 60 or 90 minute block).

10) For Activities and Exercises:
N/A

11) Implications for Teaching or for Teachers:

As noted, no one with the pedagogical interest to attend OBTC is likely to dismiss the latent power of compelling video illustrations to captivate students and enliven a classroom. Indeed, we would be surprised if the vast majority of attendees have not at some point shown a few favorite video illustrations in their classes. We believe our contribution to the conference theme is therefore not simply to highlight that video can be a powerful stimuli, but rather to (a) broaden perspectives on the many different and varied ways that video can be used – and that we are doing so in our own classes, and (b) provide participants with a takeaway collection of some of the favorite and most powerful and moving clips used by their OBTC colleagues.

12) Application to Conference theme:

We think the concept of a group of video-loving teachers sharing their favorite classroom video stimuli is directly in concert with the conference theme of *Learning in Community*. That is, our overt goal is to create a community of OBTCers who regularly share and discuss their latest video clip finds.

13) Unique Contribution to OBTC:

As noted, we did propose and present the same basic concept last year – indeed we have titled this session as a *sequel*. But, of course, the content of the session will be materially different because it is based on a new set of our own clips and dependent on the nature of the participants and the clips they choose to share this year.

14) References and/or Additional Materials:

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